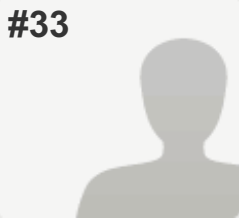


#33

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, July 13, 2015 10:24:35 AM**Last Modified:** Friday, August 14, 2015 7:25:59 AM**Time Spent:** Over a week**IP Address:** 209.56.33.10

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Q1: 1a. TLC Local Plan Measure (1)

Improve Instruction

Q2: 1b. To what extent has this measure been met?

(no label)

Somewhat Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Narrative:

The Teacher Leadership Grant began at the beginning of the 2014-2015 school year for the Burlington Community School District. The data included below represents the baseline year for several of these assessments (FAST, Reading Recovery, OECD.) The only assessment with multiple data points is the Iowa Assessment. With the money from the teacher leadership grant, we partnered with the University of Northern Iowa Jacobsen Center to train Literacy coaches, CIM Interventionists, and Reading Recovery teachers. While the first year of implementation is hard to make correlations, other than generalizations, some of the points to highlight are the number of students that are at grade level for reading as a result of the Reading Recovery program. In addition, the overall % proficient on the FAST, while not where we want it, represents growth in all of our grade levels—most notably our kindergarten class.

Year 1 (2014-2015)

Iowa Assessment Data

Scores represent the percent proficient on Iowa Assessments during 2014-2015** school year.

Reading	3	4	5	6	7	8	9	10	11	
ALL	73.8	73.8	75.8	65.8	63.4	58.5	73.1	76.8	70.4	
IEP	44.6	37.2	35.4	37.5	16.9	12.8	21.6	23.3	25	
SES	66.2	64.5	66.7	59.4	50.9	45.9	64.4	65.2	58.9	

Math	3	4	5	6	7	8	9	10	11	
ALL	72.5	73.5	68.4	65.2	66.6	52.5	62.9	66.4	70.4	
IEP	37.5	41.9	33.3	27.1	28.8	14.9	17.6	23.3	25	
SES	64.3	65.1	57.6	55.3	54.7	40.9	55.2	55.3	56.6	

Science	3	4	5	6	7	8	9	10	11	
ALL	78.3	84.2	79	75	69.1	71.3	66.8	69.2	67.6	
IEP	50	65.1	60.4	46.8	34.5	31.9	25.5	25.6	25	
SES	70.9	77.4	70.2	69.5	55.8	60.4	59.2	58.3	53.1	

**Year 1 of TL grant.

Scores represent the percent proficient on Iowa Assessments during 2013-2014 school year.

Impact of TLC Plan

Reading	3	4	5	6	7	8	9	10	11
ALL	74.7	72.5	75.2	65.9	65.8	70.4	74.6	79.5	69.1
IEP	28.2	23.9	48.1	14	25	16.4	23.8	38.9	23.8
SES	65.6	63.6	69.6	55	57	63.5	62.1	71.2	51.9

Math	3	4	5	6	7	8	9	10	11
ALL	73.4	76	73.7	64.4	71.3	64.1	66.8	69	72.4
IEP	30.8	26.7	40.7	20.7	30.8	16.4	9.5	18.5	35.7
SES	65.6	68	66.3	52.4	61.8	52.4	56.4	58.3	60.9

Science	3	4	5	6	7	8	9	10	11
ALL	79.2	81.2	83.1	64.5	70.6	79.3	68.8	72.6	67.2
IEP	59	45.7	66.7	25.9	48.1	41.8	35	37	22
SES	72.2	76.6	78.7	52.4	60.6	72.5	58.7	58.7	53.4

FAST data (Year 1—Initial Year for all school testing—Black Hawk and Sunnyside were pilot schools during 2013-2014)

	Fall % Proficient	Winter % proficient	Spring % proficient	Difference in % proficient
K	40	75	61	21
1	45	47	49	4
2	52	60	62	10
3	51	54	56	5
4	38	53	46	8
5	56	64	62	6

RR data (Year 1—Reading Recovery Teachers in first year—training year)

82 students enrolled in Reading Recovery lessons in Burlington Community School District during the 2014-2015 school year.

- 24 students were enrolled at year end without enough time to complete the intervention
- 6 students moved during the school year
- 2 students were removed from RR for various reasons
- 50 students remained
 - o 30 (60%) reached average levels of reading and writing
 - o 20 (40%) made progress but not sufficient to reach average levels

OECD testing data (Year 1 of testing)

Reading	Mathematics	Science
490 BCSD/498 National	459 BCSD/481 National	496 BCSD/497 National

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Q4: 2a. TLC Local Plan Measure (2)

Attract and Retain New Teachers

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Impact of TLC Plan

Q6: 2c. Description of Results (2) (limited to 3000 characters)

During the 2014-2015 school year, the Burlington Community Schools hired thirty-four certified teachers. (Twenty-one of those teachers were working with an initial license). Of those teachers, thirty-one (91 percent) are still employed with the district. For the upcoming school year, 2015-2016, the Burlington Community Schools has hired twenty-one teachers, five of which are on an initial license. Of the thirty-four new teachers hired during the 2014-2015 school year that left the Burlington Community School District, one relocated to Des Moines, and two were coached out of teaching. Of the TL positions, sixty-nine of the seventy-three were retained from the 2014 school year. Of the four that are no longer TL leaders, one left for family illness reasons, two left for previous time commitments, and one left due to relocation.

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Q7: 3a. TLC Local Plan Measure (3)

Provide Career Opportunities

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

The Burlington Community Schools employ three hundred and thirty certified teachers. During the 2014-2015 school year, these teachers were provided an additional 4-15 days of professional learning/professional development. Each team of teachers developed additional knowledge and skill to more effectively be teacher leaders. Of the coaches, five obtained an advanced studies certificate through the University of Northern Iowa Jacobsen Center for Literacy; twelve were trained in CIM strategies; seven were trained as reading recovery teachers; five attended Year One of the New Teacher Center training for Instructional Coaches; and thirty-two attended district mentor training and development. During the upcoming school year, the grant allows for an additional literacy coach, a district TL coordinator, and a district math coach.

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Q10: 4a. TLC Local Plan Measure (4)

Promote Collaboration

Q11: 4b. To what extent has this measure been met?

(no label)

Somewhat Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Teacher leaders met in collaboration throughout the 2014-2015 school year to analyze data, collaborate, develop professionally and to provide ongoing support for each other. In addition, the district partnered with the Great Prairie Area Education Association to offer a learning opportunity around the work of Evan McCormick, Corey Johnson, and Mike Stiemsma—which included synthesizing the major themes of collaborative teams, professional learning communities and data teams. Thirty teachers and administrators from the Burlington Community School District met to discuss and work through the common structures and procedures to create solid work teams. These teachers and administrators then met and worked through the significant issues and challenges with implementing strong collaborative teams during the 2015-2016 school year. The Burlington Community School District Calendar Committee also looked at the district calendar to ensure quality time for collaboration. Finally, both Edward Stone Middle School and Aldo Leopold Middle School worked through a pilot program of collaboration. The Iowa Core leaders in the middle schools evaluated the process and worked through issues with the teams during the implementation of the process. Eighty four teachers participated on teams throughout the school year. In the upcoming year, all teachers in the Burlington Community School District will participate on a collaborative team.

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Q13: 5a. TLC Local Plan Measure (5)

Increase Productive Partnerships with Family and Community

Q14: 5b. To what extent has this measure been met?

(no label)

Somewhat Met

Impact of TLC Plan

Q15: 5c. Description of Results (5)(limited to 3000 characters)

In 2008-2009, the Burlington Community School District had the highest dropout rate in the state at 8.54 percent. Based on the TLC parent survey, this must be a priority. According to the Class of 2014 Four Year and Class of 2013 Five Year Graduation Rates, Burlington Community School District's 4 Year Cohort Graduation Rate is 77.39 percent with a 5 Year Cohort Graduation Rate of 82.62 percent--while the dropout rate is 5.01 percent for the district and 7.46 percent for Burlington High School. Mentors plus, model teachers, and Iowa Core instructional leaders help to build the strong relationships that are critical to motivation, student engagement, academic success, and high school completion. In addition, TL used extra days this year to plan for systematic reform at the high school level, to ensure each student has an advocate in the building. The teacher leaders worked with the Burlington High School Response to Intervention Team to work on scheduling, teacher preparation, administrative support, and communication. This way of doing business rolls out in August 2015.

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

The Burlington Community School District submitted a plan change in the Spring of 2015. The TLC committee recommended a District Teacher Leader Coordinator position (full release); a district-wide Math Coach (full release); the removal of the CIM teachers from the grant (no stipend was attached to this); and a rewrite of the job descriptions to work effectively together in moving the grant forward.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

Teacher Leadership brings o

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

Impact of TLC Plan

Q19: Name of School District:	Burlington Community School District
Q20: Name of Superintendent	Pat Coen
Q21: Person Completing this Report	Sharon Dentlinger
Q22: Date of Submission	7/21/15